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ABSTRACT

Eleven West Virginia teachers contributed the games included in this publication. All of the games have been classroom tested for their educational results as well as for their promotion of student interest and are intended for use in a foreign language class. The following games are described in detail: (1) Advanced Verbs, (2) Artists, (3) Baseball, (4) Battle of the Brains, (5) Bingo, (6) Categories, (7) Chains, (8) Climbing Ladders, (9) Concentration, (10) Crazy Poetry, (11) Crossword Puzzles, (12) Football, (13) Glutton, (14) Hangman, (15) I'm Going to London, (16) Initial Letters, (17) Jeopardy, (18) Missing Letters, (19) Scrabble, (20) Scrambled Sentences, (21) Siete y medio, (22) Snails, (23) Spanish Grammar Casserole, (24) Spelling Game, (25) This is My Eye, (26) Three on a Match, (27) Tic-Tac-Toe, (28) Twenty Questions, (29) Who Am I? (PMP)

ED 096857

FUN AND GAMES WITH FOREIGN LANGUAGES

compiled by Helen V. Saunders

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under the supervision of

Daniel B. Taylor
State Superintendent of Schools
West Virginia Department of Education

FOREWORD

Foreign language learning should be fun, stimulating, varied and purposeful. The foreign language teacher who uses a variety of techniques and who exhibits personal enthusiasm and competency finds that students begin and continue foreign language study.

Language study should be available to all students for as long as they wish to continue. The teacher's responsibility is to provide the types of learning experiences which students need.

This pamphlet has been compiled from experiences of West Virginia teachers. All games which are included have been classroom tested for their educational results as well as for their promotion of student interest. Games which have to be purchased are not included in this pamphlet. Don't be afraid to adapt these suggestions to fit your particular stiuation.

If you have a favorite game that hasn't been included, write it up and send it in.

The following have contributed the games included in this publication:

Karen Berry, Huntington High School; Lois M. Fry, Greenbrier East High School; Faye Jones, Petersburg High School; Jessie Lilly, Oceana High School; Eulalia Magann, Bluefield High School; Roberto Reyes J., Fulbright-Hays Spanish Consultant; Evelyn Robinson, Roosevelt-Wilson (Clarksburg) High School; Helen V. Saunders, West Virginia Department of Education; Robert Sigler, Morgantown Junior High School; Jean Summers, Woodrow Wilson (Beckley) High School; Vivian Schaffner, South Charleston Junior High School.

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ADVANCED VERBS

by Vivian Schaffner

Place at the top of the board the names of the tenses and verb forms the class has studied. One student goes to the board for each name written. The teacher gives a verb in any form, for instance, *j'ai donné*. The student standing at *passé composé* writes what is said; the others write the verb in the other forms.

ARTISTS

ARTISTS (LES ARTISTES, LOS ARTISTOS)

by Vivian Schaffner

With beginners I still go with the old idea of learning the parts of the body. Then with ninth grade students who are just learning I give commands in the foreign language: Go to the board. Take the chalk. Draw Roberto's head. Now his feet. Draw the ears. And so on. We end with a ludicrous figure.

As we learn the vocabulary of clothing and colors we dress him or her, as the case may be.

Then we discuss: Do you like him? How do you like his ears? too large? too small? Would you like a date with him (or her)?

BASEBALL

by Jean Summers

Prepare any number of word cards on 5" x 8" index cards. Write or print one Latin word on each. Be sure the word can be easily seen from a distance of several feet. Prepare 10 or 15 larger cards (4" x 11" cards cut from poster paper). On these, write the most difficult words which the class has had.

Divide the class into two groups. The teacher will probably need to act as umpire. Each group should choose a pitcher and a catcher. Others will be batters. Designate three bases and a home plate.

The pitcher and catcher will stand (or sit) together at home plate. The catcher chooses a word card and hands it to the pitcher who holds it up so the batter can see it. The pitcher pronounces the word. If he does not pronounce it correctly, it is a ball. Otherwise, the batter gives the meaning of the word. If correct, it is a hit and he advances to first base. If incorrect, it is a strike. Three strikes equal one out and a count of four balls is a base on balls. Three outs will bring the opposing team to bat.

The catcher may from time to time choose one of the larger cards. These are "home run" cards, and if the batter gets the meaning, he scores a home run. Any batters ahead of him on bases also score, of course.

Any number of innings may be played. The umpire-teacher should keep score on the blackboard. A student could act as scorekeeper, but I personally prefer to have all students taking part in the game.

BATTLE OF THE BRAINS

by Jean Summers

The teacher or a committee of students prepares a quiz on general Roman background. Assign point values to each question with more points for the more difficult questions. We use ten, five, and two-point questions.

Divide the class into two groups or use two smaller panels of students chosen by the class. We sometimes use boys versus girls or sophomores versus juniors, etc.

Start with easier questions, giving each group or panel the same chance to score. If a group misses a question, the other group may be given a chance to come up with an answer, adding one point to its total score if a correct answer is given.

The winner is, of course, the group or panel making the highest score.

BiNGO

by Faye Jones

In our French classes we have adapted "Bingo" in such a way that it has become a good vocabulary learning experience.

Using white poster board you mark off squares (five down, five across) just as they are in Bingo, but in place of numbers, place English words in the squares, using a different arrangement of words for each card.

To play the game the "caller" calls the words in French. I have third-year French students call the words as this improves their fluency in the language. Also, my third-year students made the game cards and selected the vocabulary for the first and second level of the game. Then as the students recognize the French words called out as the English equivalent on their cards, they cover that square with a bingo disc. We use beans. When a player has a Bingo he receives one point. Then he receives one point for each word he can call back correctly in French. The best score for any bingo would be six points. Some are five as the free square is not counted as a point. This makes the scores vary and encourages everyone to try hard to pronounce his words correctly.

The vocabulary is easily and enjoyably learned in this manner, but it does need to be changed often. After one year of working on new vocabulary words, as we progress through the text and additional materials, I hope to have a set of Bingo vocabulary cards for each unit in the text for both French I and French II classes. (Having French III students choose the vocabulary helps them to recall the words they have studied in the past, and it helps the teacher by providing a less boring method of vocabulary building.)

The caller keeps up with the words he has called by placing his words in rows (under B I N G O) as he calls them out. We used the "scraps" from the poster board to write our words on,and we wrote the French word as well as the English equivalent on each scrap of poster board.

CATEGORIES

by Helen V. Saunders

Prepare a chart as shown in the sample. Each student (team or group) fills in as many blanks as he can in the designated time. To do this use the letters as initial letters to write the name of artists, first names, etc. The individual or group which fills in the most correct answers wins.

The more categories you have the more difficult the game is because it seems there is always one letter which gives you difficulty. Students might enjoy preparing games with three or four categories. It must be possible to have one correct answer for each blank. There is usually more than one correct answer for most blanks.

Sample Game for French

	Artistes	Prénoms	Villes	Vêtements	Couleurs
B					
V					
R					
G					
C					

Possible answers for the above game are: Artistes: Braque, Van Gogh, Renoir, Gauguin, Cézanne; *Prénoms*: Béatrice, Virginie, Raoul, Guillaume, Charles; *Villes*: Bordeaux, Versailles, Rouen, Grenoble, Caen; *Vêtements*: blouse, veston, robe, gant, chemise; *Couleurs*: bleu, vert, rouge, gris, carmin.

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Sample Game for Spanish

	Colores	Nombres Masculinos	Comidas	Paises de habla española	Animales
M					
A					
V					
R					
B					

Possible answers: *Colores*: morado, azul, verde, rojo, blanco; *Nombres*: Miguel, Arturo, Vicente, Roberto, Benjamin; *Comidas*: mariscos, atole, vianda, refritos, burritos; *Paises*: México, (la) Argentina, Venezuela, (La) República Dominicana, (El) Brasil; *Animales*: morsa, ardilla, vicuña, ratón, burro.

CHAINS

by Vivian Schaffner

This is a game that can be used with a not too large vocabulary. Divide into teams. The first person from each team writes a word of his choosing on the board. For example in French one person may write *bonjour*. The next person on the team must write a word commencing with the last letter of the first word. Suppose he writes *revoir*. Now we would have another *r* word. We continue around the class. Students can easily think of words like *rien, noir, regarde, écrit*. In the beginning we accept words that are accurately spelled of any length; later we require five letters, six letters, etc. Any player can correct a mistake made by a previous player. Players are not allowed to help one another. Since we have to work on a front board, no word used by either team may be used again. This is a good "quickie" to pep up a tedious lesson because it takes three to four minutes to "go through" a thirty-student class.

CLIMBING LADDERS

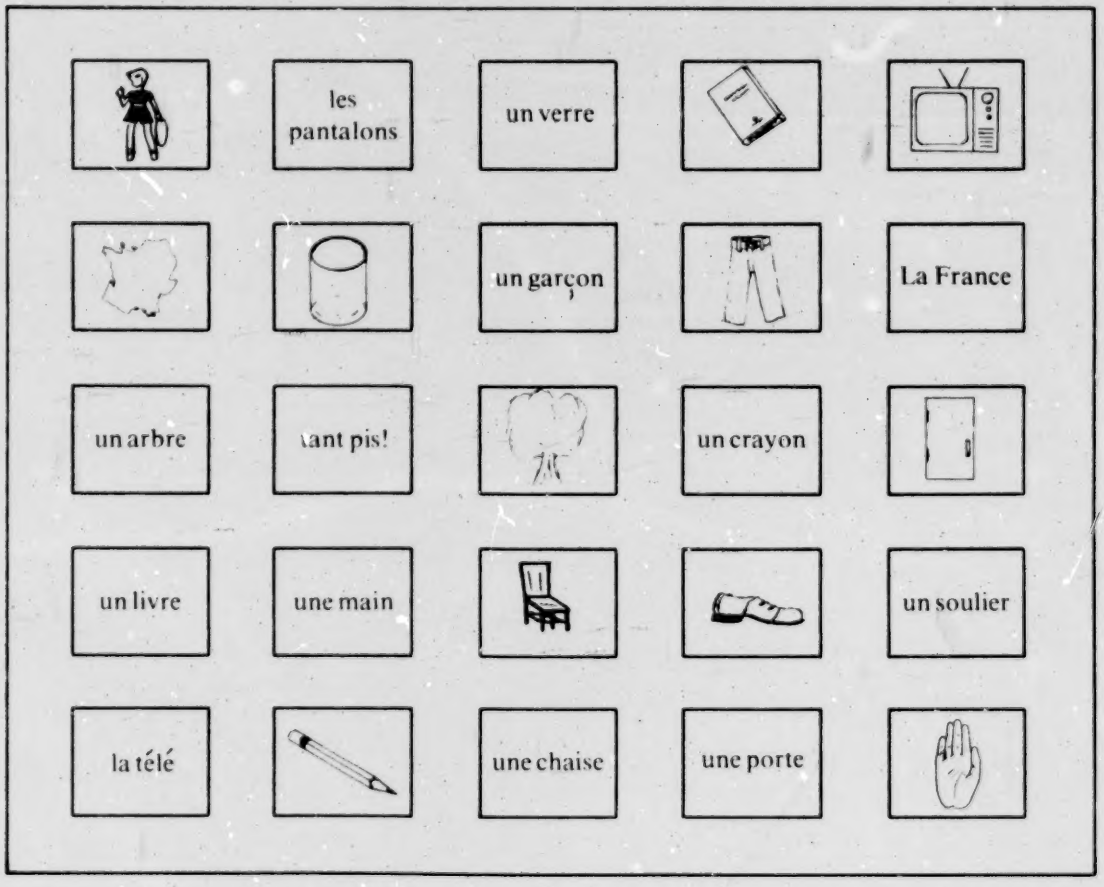
by Vivian Schaffner

On the board draw a ladder for each team. A category is selected, for example, words beginning with *a*, nouns, verbs, foods, clothing, colors. In turn a member from each team writes a suitable word on the bottom rung. Play continues until one side can think of no more words. Each word which is correctly spelled and fits the category counts one point.

CONCENTRATION

by Helen V. Saunders

Have the shop class or a talented student prepare a board with 25 hooks attached in five rows with space for a 3" x 4" card to hang on each hook. Prepare a set of vocabulary words and make pairs of cards that have the word written on one card and the matching picture on the other. The twenty-fifth card should have no match, or something like *joker* or *too bad* written on it in the language. Arrange these cards randomly on the hooks. A sample board for French might look like this:



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Make another set of cards numbered from one to twenty-five and hang them over the first cards in order from left to right in five rows.

A student can be designated to turn the cards. The player gives a number. After the first card has been turned, the second number may be given. If there is a match, the player has won one point for his side if he pronounces the word to show that he recognizes the match. He continues. When he fails to match, the turn goes to the other side.

CRAZY POETRY

by Jean Summers

Divide the class into groups of three or four. Give each group a copy of the poem and ask them to translate all Latin words to English. Any teacher can take a familiar or humorous poem and prepare one for use in this activity. The group which finishes first is given 10 points; the group with the best translation gets 40 points and the group with most points wins.

Example:

Felis

A cat sedebat on our fence
As laeta as could be;
Her vox surgebat to the skies,
Canebat merrily.

My clamor was of no avail,
Though clare did I cry.
Conspexit me with mild reproof
And winked her alter eye.

Quite vainly jeci boots, a lamp,
Some bottles and a book;
Ergo, I seized my pistol, et
My aim cum cura took.

I had six shots; dixi, "Ye, gods,
May I that felis kill!"
Quamquam I took six of her lives,
The other three sang still.

The felis sang with major vim,
Though man's aim was true.
Conatus sum putare quid
In tonitru I'd do.

A scheme advenit in my head,
Scivi 'twould make her wince,
I sang! Et tum the hostis fled,
Non eam vidi since!

Felis: The Cat
sedebat: sat
Laeta: happy
vox surgebat: voice ascended
canebat: she sang
clamor: shouting
clare: loudly
conspexit me: she looked at me
alter: other
jeci: I threw
ergo: then
et: and
cum cura: with care
dixi: I said
felis: cat
quamquam: although
major: greater
vim: force, strength
conatus sum: I tried
putare: to think
quid: what
In tonitru: In thunder
advenit in: came into
scivi: I knew
et tum: and then
hostis: the enemy
non eam vidi: I have not seen her

CROSSWORD PUZZLES

by Roberto Reyes J., Spanish; Helen V. Saunders, French

A crossword puzzle that reviews one area can be prepared by the teacher or by the students. Sample puzzles which review days of the week and months of the year are included for French and Spanish.

MOIS DE L'ANNEE

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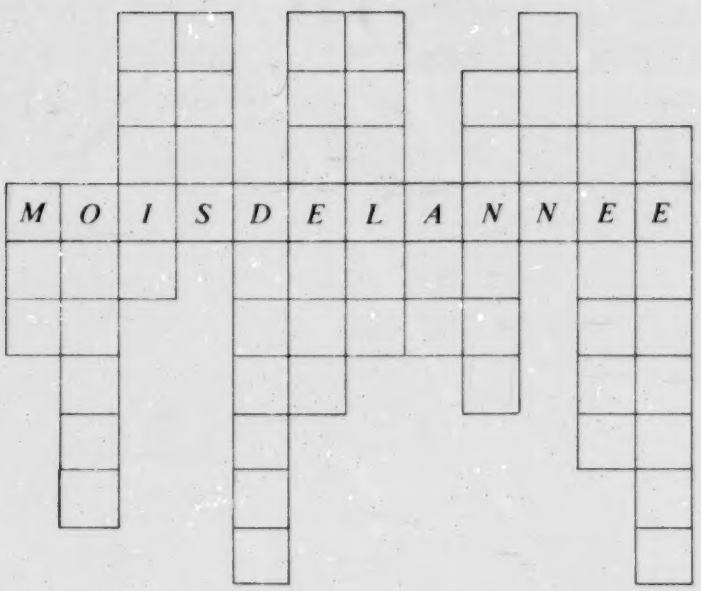

Réponses: mai, octobre, avril, mars, décembre, novembre, juillet, août, janvier, juin, février, septembre.

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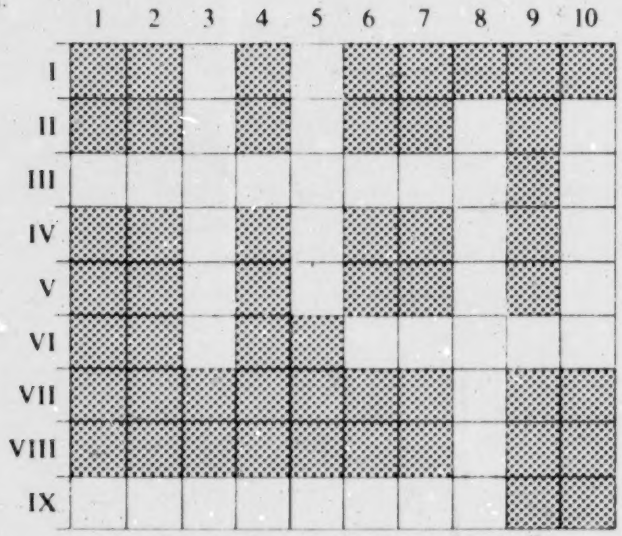
JOURS DE LA SEMAINE

A.

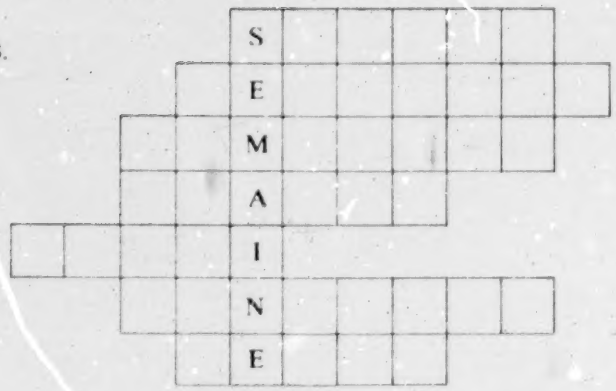


Réponses

III. dimanche, VI. mardi, IX. vendredi

3. samedi, 5. lundi, 8. mercredi, 10. jeudi

B.



Réponses

samedi, mercredi, dimanche, mardi, lundi, vendredi, jeudi.

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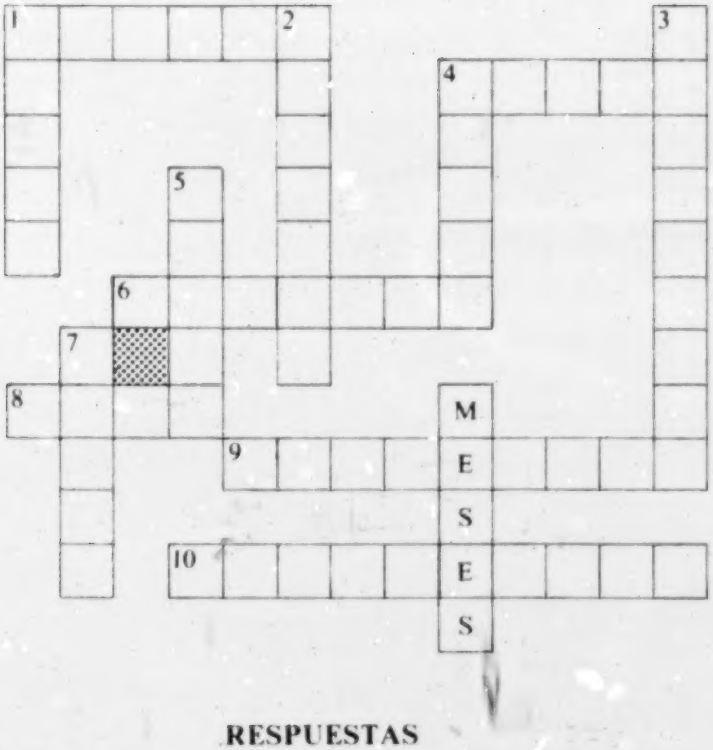
MESES



RESPUESTAS

Horizontal:

1. agosto
4. julio
6. febrero
8. mayo
9. diciembre
10. septiembre

Vertical:

1. abril
2. octubre
3. noviembre
4. junio
5. enero
7. marzo

DIAS

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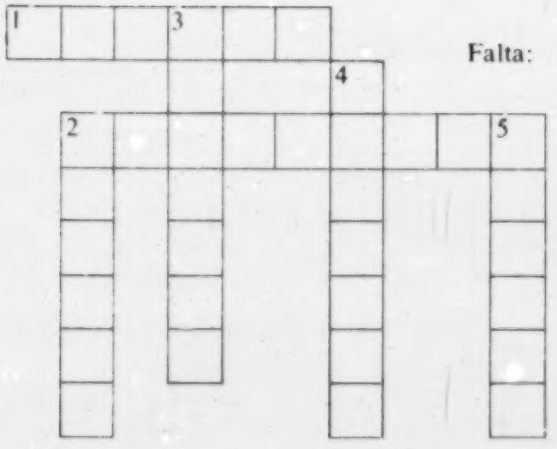


Falta: _____

RESPUESTAS

Horizontal:
1. jueves
2. miercoles

FALTA: lunes

Vertical:
2. martes
3. viernes
4. domingo
5. sábado

FOOTBALL

(Match de football américain) (Partido de Fútbol Americano)

by Helen V. Saunders

The class is divided into two teams. Each person writes on separate slips of paper ten infinitives he has studied and with each, a subject. (For example: parler-je, or comer-mi hermano.) All slips are collected and put into a hat. Each member of a team selects a question in turn. He is then to give the proper form of the present tense. (For example: parler-je = je parle, and comer-mi hermano = mi hermano come.) For each correct answer the team gains ten yeards and another member of the same team can carry the ball. Start in midfield. Toss a coin to see which side starts. One team keeps the ball until a member cannot give the correct form. Then the other team picks up the ball on the yardline where it was "fumbled" and moves down the field in the other direction. A touchdown counts 6 points and the extra point (the next slip) counts 1. After a touchdown and extra point (or attempt), start at midfield with the other side.

Naturally many concepts other than present tense verbs can be reinforced through this game.

GLUTTON!

(Le Grand Gourmand)

by Helen V. Saunders

After you have taught the names of several foods, use this quick game. One student acts as the waiter. He goes to a class member and asks what he or she wants. The student names one item. The waiter goes to the next student. This student names the item the first student mentioned and one of his own. The waiter goes to the next student who names the two items previously mentioned and another. When someone fails to remember an item, that person is out and the game begins again.

A French game might start:

Garçon: Monsieur désire?

Un élève: Apportez-moi du pain, s'il vous plaît.

Garçon: Tout de suite, monsieur. (à un autre élève). Monsieur désire?

Un élève: Apportez-moi du pain et du fromage, s'il vous plaît.

Garçon: Tout de suite, monsieur. (à une élève) Mademoiselle désire?

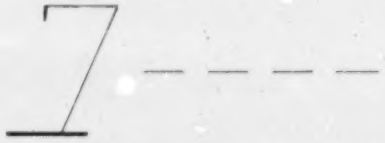
Une élève: Apportez-moi du pain, du fromage et de la beurre, s'il vous plaît.

HANGMAN

by Robert Sigler

Hangman is an active and exciting game that encourages vocabulary building in any class. Also, the rewards for doing well encourage total class participation.

To begin with, the teacher selects the first "hangman". He (the student) approaches the blackboard and draws a simple gallows as I have done below:



Then, either the teacher gives the student a word to use, or the student selects one, and draws as many dashes as there are letters in the word next to the gallows.

Next, each student in the class is given an opportunity to guess which letters are in the word. I usually have them guess one by one in order of their seating. Each student guesses one letter.

Now, if the letter guessed is in the word, that letter is written in its appropriate space on the board. If a letter is guessed which appears more than once in the word, all of them are written in when that letter is guessed.

If the guessed letter is not in the word, the hangman puts the letter off to the side so that other students know not to guess it again. In addition, for each incorrect guess, the hangman draws one part of the body of the hanged man, beginning with the head and adding one part for each wrong guess. The parts I add are head, body, right arm, left arm, right leg, and left leg. If by then the word is not guessed, the hangman wins. He selects another word and begins again.

If, at any time during the game, someone wishes to guess the word, he may do so by raising his hand and being recognized by the hangman. The player must guess the word *and* its meaning (or use it in a foreign language sentence) in order for his guess to be correct. If his guess is correct, he replaces the hangman and a new word is chosen.

I usually offer a homework-level B for one correct guess and an A for two words. A player can only correctly guess two words per game, and he can only guess the word once for any particular word. This avoids haphazard guessing.

I'M GOING TO LONDON

Je vais à Paris - Yo voy a Madrid

by Helen V. Saunders

This game drills vocabulary. At first, students should be allowed to give any noun. As they progress, they may have to give a noun modified by an adjective or nouns from a special category.

Divide the class into two teams. The first player on one team says, "Je vais à Paris et j'apporte mon livre." the first player on the second team answers, "Je vais à Paris et j'apporte mon livre et un crayon." The second player on the first team says, "Je vais à Paris et j'apporte mon livre, un crayon et ma valise." Play continues until one student misses. This student is out of the game and the next student in turn begins anew.

INITIAL LETTERS

by Helen V. Saunders

Form a block with 25 squares. Write a five-letter word down the first column. Have students fill in the blanks with five-letter words beginning with the designated letters. For team play, the teacher could send two students (one from each team) or four students (two from a team) to the board and dictate the first word. The student finishing first could shout ¡Ya! or Voici! This team would score one point.

French

P				
O				
R				
T				
E				

Spanish

P				
L				
U				
M				
A				

Latin

N				
A				
R				
I				
S				

German

I				
D				
E				
A				
L				

Sample answers are: *French*, pères, oncle, rouge, train, elles; *Spanish*,papel, lápiz, usted, miran, aquel; *Latin*, narrō, affor, redeō, ictus, screō; *German*, Insel, Datum, Essen, Abend, Leben

Variation: Have students make their own puzzles.

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JEOPARDY

by Helen V. Saunders

Jeopardy, a game based on the popular TV show, is easily adapted for use in a foreign language classroom. It gives the students practice in forming questions and a chance to use their vocabulary in several areas.

First the teacher selects categories, usually five. The students can be asked to write questions and answers for these categories. This saves time for the teacher, but the questions may need to be revised for the game.

The jeopardy board is made by using 25 sheets of plain mimeograph paper. There are five categories with five corresponding answers for each category ranging in point value from 10 to 50 points. The answers are written on the blackboard. Each answer is covered with a sheet of paper with the point value written on it. Names of the categories are placed above each column.

Divide the class into two teams. The first student on each team picks a category and value. He is then shown the answer and must supply a question.

If he cannot supply the correct question, the first person on the other team to raise his hand may make an attempt. When a person misses, points are subtracted from that team's score. If the person is correct, points are added.

Sample board at beginning of game.

Couleurs	Géographie	Vêtements	Dans la classe	Pièces d'une Maison
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

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The student chooses a number and category: "Je voudrais Géographie numéro vingt." The teacher raises the sheet of paper to show an answer, e.g. "La 'blouse' d'un homme." The student should say something like, "Qu'est-ce que c'est qu'une chemise?"

Couleurs	Géographie	Vêtements	Classe	Maison
une rose	la capitale de la France	on le porte à la tête	avec lequel on écrit	où on prépare les repas
un limon	pays au sud de la France	la "blouse" d'un homme	l'entrée de la salle de classe	où on se lave
la mer et le ciel	la fleuve où se trouve beaucoup de chateaux	on les porte aux mains	où se trouvent les leçons de français	où on dort
le drapeau français	grande ville sur la Méditerranée	les jambes d'une femme	où on s'assied	où on mange
une feuille d'un arbre	un pont construit par les Romains	pour protéger de la pluie	où on trouve la date	ou on visite avec des amis

Sample answers for board above.

Other sample categories could be: les Français, Monuments de Paris, Continents, Pays, or Animaux. Use your imagination.

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MISSING LETTERS

by Lois M. Fry

Fill in the empty spaces with letters that will make the same four words both ACROSS and DOWN

I

N			C
	X	O	
	O	V	
C			S

II

A			R
	A	N	
	N	I	
R			A

III

V			A
	N	I	
	I	M	
A			T

Answers:

N	U	N	C
U	X	O	R
N	O	V	A
C	R	A	S

A	C	E	R
C	A	N	O
E	N	I	M
R	O	M	A

V	E	R	A
E	N	I	M
R	I	M	A
A	M	A	T

Another way to play this same game is to put a list of four-letter Latin words on the board and let the students make up their own four-word squares. The three above were figured out by my students. This could be used just as well in another foreign language class.

SCRABBLE

by Evelyn Robinson

I divide the class into four teams; then regular scrabble rules are followed. All the words formed are Latin. This has been very effective; the students enjoy it; and the competition is keen. We have a continuing game going now. When a score over one hundred is reached by a team, we will start a new game.

SCRAMBLED SENTENCES

(Phrases Brouillées) (Frases Revueltas)

by Vivian Schaffner

Have the class write five original sentences and then scramble them. For example, *Le dimanche, nous allons a la campagne* could become *dimanche, allons, nous, a, campagne, le, la.* The scrambled sentence is written on the board. The unscrambling can be done individually or as a team. My students usually like to be on the same team indefinitely. However, we do have transfers or substitutes. These changes are arranged in the target language, of course.

SIETE Y MEDIO

by Roberto Reyes J.

(de dos a seis jugadores)

1. No se usan las cartas 8, 9, 10.
2. Las cartas indican su valor de as al 7 y las figuras (el rey; la reyna, y la jota) valen ½ punto.
3. La idea del juego es obtener 7½ puntos o acercarse al 7½ tanto como sea posible, sin pasarse. El que pasa de 7½ pierde el juego.
4. Si dos personas tienen el mismo número de puntos, no habiendo otro con un total de puntos más cercano al 7½, gana el que se plantó primero.
5. Para decidir quien da cartas primero, cada quien toma una y el que tenga la mayor, ese da. Para hacer esto, el orden de las cartas es as (la mayor) el rey, la reyna, etc. Después del 1er juego, reparte cartas al jugador a la izquierda y así sigue la rotación.
6. Para comenzar el juego, *el banco* baraja bien y en seguida coloca las barajas al centro de la mesa y cualquier persona corta.
7. El banco da una carta a cada jugador. Cuanda el jugador tiene una carta, él decide si necesita o quiere más cartas para acercarse al 7½ u obtener el 7½. Si así es, pide una por una y se planta donde él quiera. Si se pasa de 7½, pierde. Si alguno obtiene 7½, inmediatemente lo anuncia y gana ese juego. Si hay 2 o más personas plantadas, para decidir el juego, voltean sus cartas y gana el que tenga más puntos.

SNAILS

(Escargots, Caracoles)

by Jessie Lilly

Count in turn in the native language. Omit saying *seven* or *multiples of seven* or *numbers with a seven*. Instead say caracoles (escargots). Any student who fails to do so stands until only one student is left seated. This is very good for reinforcing numbers. Even high school juniors and seniors love it. At times you may wish to choose a number other than seven so that the students will learn all the numbers equally well.

SPANISH GRAMMAR CASSEROLE

by Eulalia F. Magann

1. Divide class into seated groups of four to five students of mixed ability.

2. Each group is assigned a number and a section of the blackboard.

3. The instructor dictates the same question or statement to all groups. An example for a first year class could be: Do you like school?

4. Each *group* is given thirty seconds to one minute (depending upon the difficulty of the question) to work out a correct answer.

5. Time is called, and one person is chosen by each group to put the answer on their section of blackboard or to say it.

6. The instructor corrects the sentences. Each error in spelling, accents or improper construction counts one point against the individual group. It is the aim of each group to have the lowest score. Each mistake orally would also count one point.

7. The game continues with different questions or sentences until all members of each group have answered. This usually takes about 15-20 minutes for a class of 25-30.

NOTE: Even high school groups appreciate a small simple treat (penny candy or a cookie) for the winning team. I generally give the losers a "tidbit" to add to the fun.

ADVANTAGES:

1. This affords active participation by *every* class member.

2. Slower students are not singled out or embarrassed because of slower learning ability.

3. This serves as an excellent reinforcement tool for review and evaluation of comprehension of grammatical segments.

4. Keen competition among teams encourages meticulous attention to correct common errors often overlooked by even good students.

SPELLING GAME

by Helen V. Saunders

Choose two teams of from five to ten members. For the examples, seven members were used. The object is to spell the words read by the teacher or another student first.

Two cards are needed for each student. Each card contains one letter. Each item should have the same letters although not in the same order. The teacher needs a list of words which can be spelled using only these letters.

Each team stands facing the remainder of the class with one card in each hand. When a word is called, team members move around and hold the cards in front of them to spell the word. They do not change the cards from hand to hand. The first team to spell the word correctly wins one point. Ten points wins the game.

I have found these ideas helpful:

1. Allow students to call for letters only if they use the foreign alphabet.

2. It is helpful to have two judges. One looks at each team and calls out when that team has correctly completed a word.

3. If the cards for each team are different colors, you can sort them easily. Also this could be the basis for naming the teams, e.g., *rouge* and *bleu*.

Lists of words which can be used for two teams of seven players each are available from the Foreign Language Specialist for French, German, Latin and Spanish.

THIS IS MY EYE

by Helen V. Saunders

One student stands in the middle. The rest of the class is seated in a circle. The person in the middle stands in front of one student, points to one part of his body, but says the name of another part. The person he has selected must point to the part mentioned but must call it by the name of the part the first student pointed to.

For example, the student in the middle points to his ear but says, "This is my eye." The student he is speaking to must point to his eye but must say, "This is my ear." This is, of course, done in the foreign language.

Play continues until one student makes a mistake. He then takes the place of the student in the middle and play continues.

THREE ON A MATCH

by Karen Berry

This is a game based on a television show and has been organized for use in a Spanish classroom. The game could be played in any language class by using words, sentences, questions and other relevant material that has been taught in any level of any language class.

1. There are three categories in the game. Some possibilities are Conjugation, Translation, and Hodge-Podge. These categories rotate with each successive round.

2. Each team of 3 students has a set of cards numbered from 1 to 4. To begin the game (and with each new round), the team decides how many questions it wants to attempt to answer. The teacher then calls for the number. Once a number has been held up it must remain up until the round is over.

3. The team showing the highest unmatched number receives that number of questions to answer in the category up at that time. An unmatched number is one that no other

team is holding up. (Example: There are six teams, 3 teams hold up #2, 2 teams hold up #4, only one team holds up #3. Then #3 is the highest unmatched number.)

4. If all the numbers are matched, the round begins again.

5. If a team wins the opportunity to answer questions, but does not successfully answer the number of questions requested, the team showing the next highest unmatched number takes the next category and attempts to answer its number of requested questions. If no team is unmatched, the highest matched teams attempt to break the tie by choosing another number. From this, the team showing the highest number attempts to answer the number of questions showing on its second try. Should this tie-breaking attempt result in another tie, a new round would begin. Or if the first of the two teams breaking the tie fails to answer its allotted questions successfully, the second highest team involved in the tie-breaking attempt gets the opportunity to answer the requested number of questions. After three attempts for a successful team, all cards are put down and the round begins again.

6. The number of points shown during the initial request for questions is totaled. This total number of points is given to the winning team of that round. The team with the highest number of points at the end of the class period wins.

7. One minute is allotted for conjugation, the time begins after the infinitive has been written on the board. Thirty seconds is given for translation and hodge-podge. The teacher decides whether the answers are to be written or given orally.

These categories are separated into three groups of cards. Each has one item printed on it. If the number chosen is three, then pull the first three cards in that group. To encourage students to listen, tell them each item is repeated throughout the game and they would get it right the second time it appeared. Cards within each category should be shuffled at the beginning of the game to assure random order.

TIC-TAC-TOE

by Helen V. Saunders

The game of Tic-Tac-Toe can be used to reinforce language skills and cultural understandings.

Directions

Divide the class into two teams. Each team member takes his turn at answering. He draws a card. If he gives a correct answer, he gets to mark an X or an O on the board. If the answer is incorrect, the other team gets one chance to give a correct answer and thus get an extra mark. Whether or not the other team gives a correct answer, it gets its regular turn. A team may win by getting three marks in any direction or by getting five marks.

Sample Games

Pronunciation

Have a short familiar sentence written on each card. The student must read it in an acceptable manner. Do not try to check too many items, and let the student know which items you are checking, e.g., intonation, stress, certain vowel or consonant sounds.

На у́лице тепло́.	Она́ хорошо́ рабо́тает.	Повтори́те вопро́с.

Verb forms

Have a short sentence with a singular verb written on each card. The teacher may read the sentence from the card if oral drill only is desired. The student says the sentence in the plural. The student response is judged correct if the verb, and subject if needed, are correct regardless of other mistakes.

Le garçon parle au professeur.	Je suis à l'école.	Il joue au football.

Telling Time

Have a face dial and hands on each card. The student must give the correct time in the language.

(Es ist zwanzig Minuten nach neun.)

(Es ist sieben Uhr.)

(Es ist dreiviertel zwolf.)

Culture

Have a statement on each card. The student tells if the statement is a true reflection or not of the foreign culture.

Se habla español en Puerto Rico.	Hay pocos indios todavía en México.	La comida de la noche comienza entre las diez y las once.
(Sí) o (Verdad)	(No) o (Falso)	(Sí) o (Verdad)

Word Derivation

The student draws a card with an English word. He must pronounce the Latin word from which it is derived.

constellation	dentist	urban	inscribe
(stella)	(dens) (dentis)	(urbs) (urbis)	(scribo)

TWENTY QUESTIONS

by Helen V. Saunders

The student who is chosen to start says, in the foreign language, I am thinking of _____. This could be a city, a person, a thing, a book, etc. The class then, in turn, can ask as many as 20 questions which must be answerable by yes or no. At any time a student may guess, Is it _____? If he is right, he takes the place of the first leader. In a "timid" class you might let him choose someone else to be the leader. If he is wrong he cannot guess again but may continue to take his turn asking the 20 questions. If no one guesses correctly, a new student should be chosen anyway.

WHO AM I?

(Quis Sum?)

by Jean Summers

Students are asked to guess the identity of various mythological, legendary and historical characters after hearing four statements read as clues. Teachers would need to make changes to suit their own needs.

I. 1. I am strong and I sometimes act on impulse.
2. I murdered my wife and children in a fit of insanity.
3. I always carry a club and wear the skin of a lion.
4. I performed twelve superhuman labors. (Hercules)

II. 1. I am beautiful but very jealous.
2. I am the goddess of women and marriage.
3. A month is named for me.
4. My husband is Jupiter. (Juno)

III. 1. I am a fascinating, intelligent, ambitious woman.
2. Two very important Romans have been in love with me.
3. I am ruler of a great country.
4. I am going to commit suicide. (Cleopatra)

IV. 1. I am a big, fat slob.
2. I think I am an excellent singer, actor, and poet.
3. I rule the Roman Empire.
4. The Senate has recently voted to make me a god. (Nero)

V. 1. I am married to a nagging wife.
2. I am rather fond of beautiful young ladies.
3. I control the thunder and lightning.
4. I am king of the gods. (Jupiter)

VI. 1. I am a brother to Jupiter.
2. I have many nymphs who are dear to me.
3. My temples are usually near the sea.
4. I am the ruler of the sea. (Neptune)

VII. 1. At night I am in the sky.
2. In the day I am on earth in the forests.
3. I am an important goddess.
4. I am goddess of the moon and of hunting. (Diana)

VIII. 1. I am the mother of the goddess Diana.
2. I like to walk through the forests with my two children.
3. Once I asked some farmers to get my child a drink of water.
4. When they refused, I turned them into frogs. (Latona)

IX. 1. I was born one of twin boys.
2. As a baby I was left to die.
3. A wolf found me and cared for me.
4. I killed my brother in a dispute over something we were building. (Romulus)

X. 1. I am a famous general.
2. I was born in Africa.
3. I hate the Romans.
4. I once crossed the Alps with a number of elephants. (Hannibal)

XI. 1. I am the god of medicine.
2. I am very handsome.
3. The laurel is sacred to me.
4. I am also god of the sun. (Apollo)

XII. 1. I make things out of metals.
2. I am lame.
3. My workshops are in volcanoes.
4. I am the blacksmith of the gods. (Vulcan)

XIII. 1. I am an animal, a very unusual one.
2. I guard the gates of a very important place.
3. My master is Pluto.
4. I have three heads. (Cerberus)

XIV. 1. I am an old man; but I will never die.
2. I am not good-natured, and I never do anything for nothing.
3. My master is Pluto.
4. I run a ferry boat over the River Styx. (Charon)